

RIVERVIEW ELEMENTARY

1434 Harris Road
Fort Mill, SC 29715

GRADES PK-5 Elementary School

ENROLLMENT 454 Students

PRINCIPAL Annette Chinchilla 803-548-4677

SUPERINTENDENT Mr. TEC Dowling 803-548-2527

BOARD CHAIR Chantay F. Boulter 803-547-2034

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	18	1	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Excellent	Unsatisfactory	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

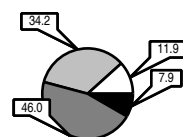
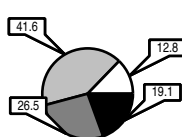
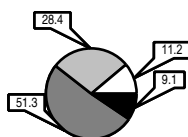
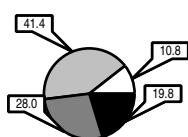
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	250	100.0	12.3	28.1	50.6	8.9	68.9	Yes	Yes
Gender									
Male	132	100.0	17.1	30.9	46.3	5.7	61.0		
Female	118	100.0	7.1	25.0	55.4	12.5	77.7		
Racial/Ethnic Group									
White	211	100.0	11.8	24.1	54.7	9.4	72.9	Yes	Yes
African-American	31	100.0	20.8	58.3	16.7	4.2	37.5	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	200	100.0	9.0	28.7	53.2	9.0	72.3		
Disabled	50	100.0	25.5	25.5	40.4	8.5	55.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	250	100.0	12.3	28.1	50.6	8.9	68.9		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	12.4	27.5	51.1	9.0	69.5		
Socio-Economic Status									
Subsidized meals	64	100.0	23.6	45.5	29.1	1.8	41.8	Yes	Yes
Full-pay meals	186	100.0	8.9	22.8	57.2	11.1	77.2		

Mathematics - State Performance Objective = 15.5%									
All Students	250	100.0	11.9	40.9	27.7	19.6	62.1	Yes	Yes
Gender									
Male	132	100.0	14.6	42.3	25.2	17.9	56.1		
Female	118	100.0	8.9	39.3	30.4	21.4	68.8		
Racial/Ethnic Group									
White	211	100.0	11.3	37.4	29.1	22.2	67.0	Yes	Yes
African-American	31	100.0	20.8	70.8	4.2	4.2	20.8	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	200	100.0	8.0	42.0	28.7	21.3	67.6		
Disabled	50	100.0	27.7	36.2	23.4	12.8	40.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	250	100.0	11.9	40.9	27.7	19.6	62.1		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	12.0	40.3	27.9	19.7	62.7		
Socio-Economic Status									
Subsidized meals	64	100.0	23.6	60.0	12.7	3.6	23.6	Yes	Yes
Full-pay meals	186	100.0	8.3	35.0	32.2	24.4	73.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	85	100.0	13.9	24.1	45.6	16.5	62.0
	Grade 4	77	98.7	10.8	44.6	44.6	N/A	44.6
	Grade 5	89	100.0	19.8	38.3	39.5	2.5	42.0
	Grade 6	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	2	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	90	100.0	9.1	21.6	54.5	14.8	69.3
	Grade 4	82	100.0	15.2	31.6	49.4	3.8	53.2
	Grade 5	75	100.0	12.3	41.1	39.7	6.8	46.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	1	100.0	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	85	100.0	15.0	41.3	36.3	7.5	43.8
	Grade 4	77	100.0	8.0	37.3	26.7	28.0	54.7
	Grade 5	89	100.0	16.0	38.3	27.2	18.5	45.7
	Grade 6	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	2	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	90	100.0	11.4	52.3	20.5	15.9	36.4
	Grade 4	82	100.0	8.9	34.2	32.9	24.1	57.0
	Grade 5	75	100.0	16.4	35.6	28.8	19.2	47.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	1	100.0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 454)				
First graders who attended full-day kindergarten	100.0%	N/C	96.5%	100.0%
Retention rate	1.2%	Down from 2.0%	1.8%	2.7%
Attendance rate	96.8%	Up from 96.2%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.4%		2.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%		2.5%	3.5%
Eligible for gifted and talented	31.5%	Up from 26.7%	26.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.4%	Down from 5.5%	6.9%	8.2%
Older than usual for grade	0.2%	Down from 0.4%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	46.3%	Up from 41.0%	54.5%	51.4%
Continuing contract teachers	90.2%	Up from 84.6%	87.5%	87.5%
Highly qualified teachers**	100.0%	N/A	96.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	64.8%	Up from 63.0%	87.4%	86.7%
Teacher attendance rate	95.4%	Up from 93.7%	95.4%	94.9%
Average teacher salary	\$39,102	Up 3.9%	\$42,383	\$40,760
Prof. development days/teacher	12.8 days	Up from 10.7 days	11.2 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Down from 15.4 to 1	20.6 to 1	18.9 to 1
Prime instructional time	90.5%	Up from 88.4%	91.1%	90.0%
Dollars spent per pupil*	\$6,384	Down 1.2%	\$5,563	\$6,044
Percent of expenditures for teacher salaries*	65.7%	Down from 67.0%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Riverview Elementary School continues to serve as a leader in our district, state and region. The 2003-04 school year brought several forms of recognition for RVES. We achieved Adequate Yearly Progress as defined by the No Child Left Behind Act for the prior year and received Palmetto Gold recognition for high levels of academic achievement and high rates of student academic improvement. We were accredited by the Southern Association of Colleges and Schools and continue as a Red Carpet School as designated by the State Department of Education.

Riverview continues to offer quality programs that include daily Gifted and Talented instruction, inclusive Title I development in reading and math, a certified teacher-led after school tutorial, Breakfast Club for homework support and a district-wide 4-year-old kindergarten program. We have integrated technology with flexible scheduling to maximize standards-based instruction.

Student achievement has prospered with community-driven enhancements such as Junior Achievement's Exchange City, Camp Thunderbird's Environmental Education, Accelerated Reader, Math Superstars and DARE. Extracurricular programs further enhance student development and include after-school chorus, recorder, basketball, 2nd grade swimming, a school-wide Curriculum Fair, Disabilities Day and the Spring Fling Carnival organized by our teachers. Students have unique opportunities in programs they lead, from the Rocket Mail postal system and WRES, the daily televised news show, to the 5th grade student council, a recycling program and the Shuttle Shop for student supplies. Our strong sense of community leads us to give our time, talent and resources through the Red Cross, Fort Mill Care Center, American Heart Association, United Way, Juvenile Diabetes Research Foundation and breast cancer awareness efforts. We are not only developing our own leaders, but our partnerships with Winthrop University's Professional Development program and Fort Mill High School allow us to encourage and train future educators and education leaders. The mentors, interns and other resources made available through these partnerships enhance our staff and staff development opportunities.

Our parents and the broader community are important to us not only for their relationships but also for their impact on our ability to leverage resources in a constrained budget environment. We are fortunate to have a supportive and involved PTO and School Improvement Council, and with activities such as the Parent Resource Room, volunteer training, Open Houses, parent education sessions and a variety of orientations, we are making a valuable investment in our relationships. We look forward to building on those partnerships in 2004-05 while continuing our diverse slate of opportunities. We have exciting plans to expand one of our most meaningful programs - Character Education - and will continue to focus on the whole child in his/her experience at Riverview.

Riverview remains intensely committed to all children in providing educational opportunities in a safe, healthy environment while encouraging the development of active, concerned members of our community. We are very proud of 2003-04 and look forward to another outstanding year.

Annette Chinchilla, Principal

Mary Mack, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	65	62
Percent satisfied with learning environment	100.0%	92.3%	96.7%
Percent satisfied with social and physical environment	100.0%	90.8%	93.4%
Percent satisfied with home-school relations	100.0%	95.3%	79.7%

*Only students at the highest elementary school grade level at this school and their parents were included.